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ABSTRACT

This report contains 17 profiles that illustrate the successful strategies, environments, and activities taking place within the School to Work/Vocational Technical Education arena in Arizona. (Currently, there are 130,908 students in 251 schools in the state participating in these programs.) The profiles include many types of activities, from a 3-month project to an entire district's effort to implement systemic reform. Examples include the following: using a work-based curriculum and apprenticeship system in machining, welding, assembly, and electrical and engineering occupations; Call-A-Teen Center of Excellence; building a house as part of a building trades program; and a hotel and resort guest relations program. The strategies serve a number of populations and reflect geographical diversity, as shown on a locator map. They are used in many institutions: businesses; elementary, high school, and community college districts; community-based organizations; a charter school; and government agencies. Additionally, most profiles demonstrate ways to combine funds and leverage resources. All 17 strategies share at least 2 characteristics: a willingness on the part of educators to step away from their comfort zone and view a situation from a broader point of view or from a new perspective; and the demonstration of extra effort. Each profile includes a brief summary of the goals, a description of the program or activity, things to consider in order to replicate the strategy, a contact name, and a listing of the funding sources involved. Key words appear at the upper right-hand corner of each page. The template in the lower right corner of each profile illustrates the levels of education involved, whether the activities are school based or work based, and the efforts to collaborate with other education and business resources on the activity. The template is described in detail on the reverse side of each profile. A glossary includes definitions of 61 key words and educational terminology used throughout the report. (KC)

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ED 399 407

Teaching and Learning in Arizona Schools

Successful Strategies

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Lisa Graham Keegan
Superintendent of Public Instruction

July 1998

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State of Arizona
Department of Education

Lisa Graham Keegan
Superintendent of
Public Instruction

On behalf of the Arizona Department of Education, I am proud to present this *Successful Strategies* publication. *Successful Strategies* has been designed as a tribute to Arizona educators who are continually improving education for the today's youth.

The seventeen profiles showcased are a small sampling of the successful strategies, environments, and activities taking place within the School To Work/Vocational Technical Education (STW/VTE) arena. Currently, there are 130,908 students in 251 schools providing STW/VTE programs.

Our purpose was not to give a complete set of information needed for replication, but a brief summary of the critical components. Use the profiles to assist in identifying a new idea or a new twist on an idea as a springboard for continuous improvement in your classrooms. We have listed the schools and contacts so you can communicate with them to obtain further in-depth information.

We intend to publish another *Successful Strategies* in the near future and are currently working to identify a process for new profile selection. I would like to invite you to submit successful STW/VTE strategies that bring relevancy to education. You will find further information within this publication.

Congratulations to the instructors/schools that are profiled in this publication! I look forward to seeing many more of you in future editions of *Successful Strategies*.

Charles Losh, Ph.D.
Director
STW-Vocational Technical Education

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ACKNOWLEGEMENTS

The Arizona Department of Education wishes to thank:

the contact persons identified in each profile for the extensive interview time and information they provided.

the district vocational directors and university staff for their efforts at "getting the word out" so late in the school year.

Arizona State University staff for the publication's initial design and formatting concepts.

And a special thank you to the three ADE administrative support staff who provided untiring coordination, data entry, and editing skills to this project.

INTRODUCTION

As a direct response to requests from around the state, the Arizona Department of Education is pleased to present Successful Strategies 1996. This publication is the first in what we hope to be a series of efforts that identify and promote effective teaching and learning strategies taking place throughout Arizona. The ADE wishes to acknowledge and thank the personnel whose efforts are reflected in these Strategies for their ongoing dedication to infusing real-world relevance into learning opportunities for all students. We hope the reader will find within this book ideas for Successful Strategies that can be replicated in his or her own educational setting. It is our intent that this publication promotes networking, exchange and sharing among educators within the state.

The word 'strategy' suggests something highly structured and well-planned. We all recognize that both teaching and learning are dynamic experiences, however. This book, then, is a snapshot of progress. It is an effort to identify some of today's successes. It is not to say the work described in the profiles is complete or won't change in the future.

The profiles in this book describe a great variety of Successful Strategies. They include many types of activities, from a three-month project to an entire district's effort to implement systemic reform. The Strategies serve a number of populations and reflect geographical diversity (see Locator Map). They include a host of institutions such as businesses, elementary, high school, and community college districts, community-based organizations, a charter school, and government agencies. Additionally, most profiles demonstrate ways to combine funds and leverage resources.

All seventeen Successful Strategies 1996 do, however, share at least two characteristics. One is a willingness on the part of educators to step away from their comfort zone and view a situation from a broader point of view or from a new perspective. The second is the demonstration of a 'going beyond', an extra effort given to making education better for learners in Arizona. These characteristics were not requirements for selection, but common denominators discovered in retrospect.

Because each profile is only a summary, a contact name is provided. The information in this book represents data provided by that contact person. You will find a brief summary of the goals, a description of the program or activity, things to consider if you wish to replicate this strategy in your own community, and a listing of the funding sources involved. Key words appear at the top right-

hand corner of each page. The template in the lower right corner of each profile illustrates the level(s) of education involved, as well as efforts to collaborate with other education and business resources on this particular activity. The template is described in detail on the reverse side of each profile. A Glossary includes definitions of key words and educational terminology used throughout.

Successful Strategies 1996 is the result of the Arizona Department of Education's effort to meet educators' requests "to make information identifying effective practices available NOW." An announcement at the March 1996 Local Director's meeting started this year's initial effort, with university staff placing reminder calls to administrators through April. The profiles included in Successful Strategies 1996 reflect those summaries submitted to the ADE with sufficient information, confirmed accurate by ADE staff, and in time for the printing deadline. For information regarding inclusion in the next edition contact:

Workforce Development
Resource Unit
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Phoenix, AZ 85007
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Goals

AlliedSignal collaborates with the East Valley Institute of Technology (EVIT), Metro Tech and Gateway Community College to provide a work-based curriculum and apprenticeship system in Machining, Welding, Assembly, Electrical and Engineering occupations to high school students from throughout Arizona.

Description

The system begins with a 3-week summer program, taught by college instructors, high school teachers and AlliedSignal employees. Hosted and cosponsored by Gateway Community College, this opportunity is available to high school students early in the summer before their senior year. During this three-week training program students receive employability skills training as well as technical training in the field they select. At the conclusion of this program, students interview with AlliedSignal for employment as interns. Those students not hired by AlliedSignal are often hired by other businesses.

As an AlliedSignal intern, a student works a 40-hour week for the remainder of the summer and 20 hours per week once the senior year begins. An Industrial Cooperative Education (ICE) class at Gateway Community College is included in each student's senior schedule. The high school teacher collaborates with an AlliedSignal representative and Gateway CC instructor to ensure that the content taught is industry-current. Students develop TQM, teamwork and leadership competencies as well as occupationally-specific skills. In addition, all interns participate in Vocational Industrial Clubs of America (VICA) and are sponsored to state and national VICA competition by AlliedSignal. This year Gateway Community College has provided five scholarships to students that wish to continue their education once they graduate from high school.

Over the years, several Phoenix-area high schools have participated with AlliedSignal and Gateway Community College for this successful, eighteen year-old collaboration.

Outcomes

From 1979 to 1995, 1,538 students have completed the AlliedSignal summer training session. Of these, 957 went on to serve as youth apprentices. 190 are still employed by AlliedSignal. Over 90% of the students who complete this apprenticeship program graduate from high school. Allied Signal has benefited through decreased recruitment costs. This partnership received national recognition from the Clinton Administration in March, 1996.

Considerations

Planning should include costs involved in setting up partnership. Select partners who will cooperate and provide a long-term commitment. Finally, for any program to succeed and expand, diversify types of partners and funding sources.

Key words

Curriculum Restructuring
Integrating School and Work
School/Employer Agreements
Work-Based Learning

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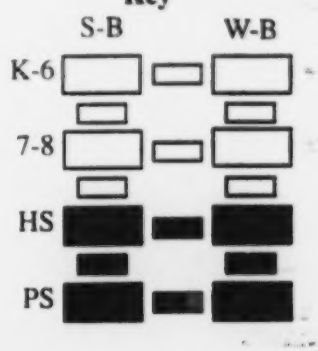
Funding

Industry Support
Gateway C. C.
AZ Workforce Compact

Teaching and Learning Key



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Goals

Arizona Call-A-Teen Center of Excellence provides teens and young adults with comprehensive training and education programs that contribute to the development of their long-term economic self-sufficiency. Goals include delivering SCANS skills throughout the curriculum and integrating a performance assessment system into instruction.

Description

As a private nonprofit, Arizona Call-A-Teen Youth Resources, Inc. has operated education, training and employment programs since 1976. In 1995, the organization was chartered as a public high school to serve at-risk learners by developing unique approaches to the work and learning connection.

School-wide, the curriculum integrates content areas and incorporates both SCANS skills and Arizona Essential Skills. Learners earn credit for the achievement of skills rather than for hours of instruction and are required to provide multiple demonstrations of this achievement in a variety of contexts. Credit may also be earned for working or volunteering when it demonstrates attainment of training objectives and skills standards. Each learner's Individualized Education and Employment Strategy focuses on the progression of skills required for their chosen industry/occupation. Additionally, learners compile a portfolio in which they identify skills achieved, how they were used, quality standards and the skill's application to real world situations.

In order to accommodate individual needs and learning styles, the school schedule was restructured to allow students to enroll in up to four 2-hour blocks per day. The schedule allocates alternate Fridays for staff inservice, providing teachers with time to plan cross-curricular activities, work off site with employers and address individual student instructional needs. Additionally, one day a month is provided for formal staff development programs. The student-teacher ratio does not exceed 15-1. A full-time Community Resource Coordinator addresses needed support service and arranges career development/ awareness workshops and mentoring relationships.

Outcomes

Since 1976, Arizona Call-A-Teen has served over 50,000 students, maintaining a positive-termination (completion) rate exceeding 90%. As a new charter high school, Arizona Call-A-Teen Center of Excellence served 201 students last year with 135 of these students participating in Career Development activities. An articulation agreement is in place with Gateway C.C. for dual credit courses.

Considerations

The single most important factor for success is intensive staff training and development. Leverage multiple funding sources, and use existing community resources and employers for curricula and resource development. Effective collaboration requires time to build trust. Don't forget the Fair Labor Standards Act! Many activities within the School To Work initiative can be interpreted to establish an employment relationship.

Key words

Authentic Assessment
Collaboration Time for Teachers
Individualized Career Exploration and Development
Restructure School Schedules

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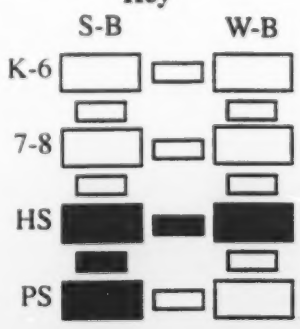
Funding

City of Phoenix
Charter School monies
Title I & II B & C
Adult Basic Ed
Private Consulting

Teaching and Learning Key



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Goals

Building Trades Program uses a comprehensive approach and a real world context to train students for employment in building trades occupations.

Description

This Building Trades Program actually started 4 years ago when the students built a weight room. The second year they designed and built a freestanding concession stand. Now they are working on the program's second house. Actually they do more than build a house. They also select the site, purchase the land, develop the building plans, list the property, acquire the permits, and after building the house, they list the house on the real estate market and sell it.

The community at large is very supportive of the Building Trades Program and it's students. Local businesses have donated time and materials to the program, and a community advisory committee works closely with the Building Trades teacher to plan and evaluate the program. Family and friends often drive by the site to see the progress the students are making.

Students interested in the Building Trades Program must first take 10th grade Introduction to Construction, which covers the fundamentals including the construction, installation, and maintenance of residential, commercial and industrial structures. Classroom activities employ a variety of construction resources and processes and involve students in planning, analysis, development, and research skills. Additionally, all students go through a 4-year guidance program in which they work with an assigned teacher and guidance counselor to determine their career goals.

Outcomes

Many of the students in the program also work part-time, using skills they have learned in the program. Graduates have taken full-time jobs with local employers, and one graduate is currently enro led in the engineering program at ASU. Without advertising the program, signups for next year's program have resulted in the need for two course offerings and a change to block scheduling. Salome High School is currently building an articulation agreement with Arizona Western College in Yuma.

Considerations

The start-up costs are high. The program is impacted by the area's housing needs and market. Transportation is needed to/from the site. Allow time for completion of the entire project.

Key words

Alternative Work-Based Learning Strategies
Curriculum Restructuring
Integrating School and Work

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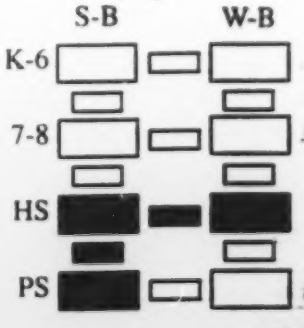
Funding

District
Proceeds, House Sale

Teaching and Learning Key



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Goals

Born of a 1992 faculty reform effort, Dysart High School has restructured its curriculum to provide a comprehensive education for all students and to prepare them for an increasingly competitive job market. The vehicle for this reform is Excel 21, a program for educational excellence in the 21st Century.

Description

Excel 21 recognizes students as individuals, taps into their particular goals and aspirations, and structures the learning environment to meet their needs. To begin, students participate in a semester class called Freshman Focus, in which they explore their interests and aptitudes with the involvement of teachers, counselors, and guest speakers. Students then establish preliminary directions and map out educational routes to achieve their goals.

In the 10th grade, the goals and educational routes chosen are further refined through a semester course in which students examine career options in their selected cluster. The clusters were formed by grouping courses that are career-related and by linking assignments in academic classes to the working world. Dysart's four clusters are: Business and Marketing, Health and Human Services, Communications and Fine Arts, and Engineering and Industry.

During the 11th and 12th grades, students concentrate on specific clusters and pursue intensive curriculum related to their identified career goals by taking key electives within a cluster. Within these courses are opportunities for job shadowing, internships, and apprenticeships. Advisors encourage interests in electives and post-secondary education for those who plan to go on to college. Since routes have been planned beforehand, students may work with teachers and counselors to tailor enhancement courses to career choices.

Students' progress is monitored as an ongoing part of Excel 21. Through counseling, curriculum and real-life experiences students are continually encouraged to evaluate their choices. Excel 21 incorporates standard marketing techniques to inform students about their future. Students graduate with career goals and an exposure to occupational fields through directed coursework and workplace experience.

Outcomes

Students now learn about themselves with a directed focus on their future. The teachers have taken ownership of Excel 21, and the school has experienced successful academic and vocational integration. Additionally, Excel 21 has increased the school's involvement with the business community.

Considerations

The program must have the support of administrators and the full commitment of the school staff. They must be willing to set long term goals. Extra staff time will be required to plan, implement, adapt and modify the program. A full-time Business Partnership Specialist is needed to work with the local Business community.

Key words

Academic/Vocational Integration
All Students
Career Pathsways
Individualized Career Exploration and Development
Marketing and Public Relations

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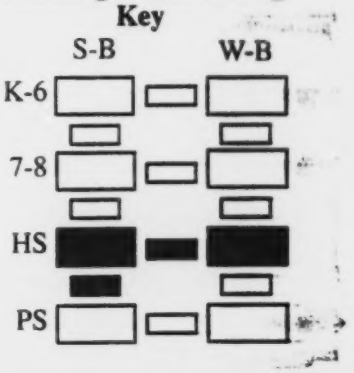
Funding

Carl D. Perkins Act
Tech Prep
At-Risk
District

Teaching and Learning Key



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Goals

The Hotel/Resort Guest Relations Program prepares students for either immediate employment in entry-level positions in the Hotel/Resort Industry or a smooth transition to continued training at the post-secondary level. Key to this program's success is the mentoring relationships provided by business to students in as early as the tenth grade.

Description

As a Comprehensive Program, Hotel/Resort Guest Relations provides students first with a broad foundation to the world of work through Level I Technological Foundations. Then, through a project-driven curriculum, Level II Business Management Technology enables tenth-grade students to use tools and equipment found in the workplace, learn the norms of adult work environments and test market their capabilities. Providing the driving force behind this program are the Business Mentors who work with students as they plan and implement mini-businesses. The mentors provide guidance and support for the students' intellectual, skill and career development.

Job shadowing is an integral part of Level III, in which students learn occupational skills specific to Hotel/Resort careers. During the first four weeks of class, students obtain an overview of the industry, explore its career opportunities, learn the fundamentals of effective guest services, and practice job-seeking skills. For the remainder of the semester, students job-shadow for three days a week at a neighboring retirement community. This shadowing takes place during the regular two-hour block class period. Students may rotate among departments as often as every two weeks or remain in one area for up to six weeks.

Outcomes

Students reach proficiency in program competencies. They also learn to establish rapport with entry-level, supervisory and management personnel. Many students are hired by their employer at the completion of their high school career. What was not expected were the bonds that develop between the students and mentors that transcend the training program. Mentors have become advocates for vocational technological education and for mentoring within the business and education communities. Mentors have been eager to help develop an articulated, seamless program from middle school to high school to post-secondary work and/or education.

Considerations

Get administrator's support from the beginning. Business partnerships take time to develop. Practice acceptable business etiquette. Teenagers seem to relate better to mentors who are young at heart and energetic. During the first mentor-student meeting use team building activities designed to break down barriers and build camaraderie.

Key words

Curriculum Restructuring
Integrating School and Work
School/Employer Agreements
Work-Based Learning

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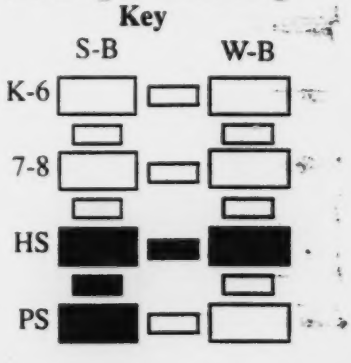
Funding

VTE Model Site
Carl D. Perkins Act
District

Teaching and Learning Key



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Goals

Technological Foundations at Gardner Middle School is an integrated program designed to provide all students with a wide variety of industry and career exploration skills and the opportunity to become proficient users of computer technology. The program has been designed to equip all students with both a four-year high school plan and a career plan.

Description

In order to provide a broad-based experience for Gardner's middle school students, the staff made the conscious decision to integrate Technological Foundations throughout it's curriculum, including Science, Math, Language Arts and Social Studies. This program delivers all the Level I Competencies. The Technological Foundations teacher coordinates with the School's other teaching staff to reinforce students' skill development and to develop new teaching/ learning and career planning and exploration materials required by the integration effort. All teachers are responsible for documenting competency attainment.

Because the integration is so complete, those who envision Level I only as a Lab 2000 Industrial Ed-based program have difficulty believing a complete Technological Foundations Program is in place. According to Linda Cooper, Vocational Coordinator, "all teachers at Gardner Middle School participate in teaching Technological Foundations."

And although this integrated approach requires extra work on the part of the regular classroom teachers, at their end-of-the-year evaluation session, the school staff chose to continue this program because it "really benefits the students."

Outcomes

1996 was the pilot year and will serve as the baseline year for program evaluation purposes. However, if Performance Standards are any indication, this curriculum and delivery appear to be a success. Gardner reports that all the Performance Standards were met, including those focusing on academic achievement

Considerations

All teachers in the school must be trained to keep competency records and must see the value connected with the extra work required by integration. An enthusiastic Technological Foundations teacher is a must. High school teachers must give up the idea that keyboarding can only be taught in Business Education classrooms.

Key words

All Students
Individualized Career Exploration and Development
Site-Based Collaboration

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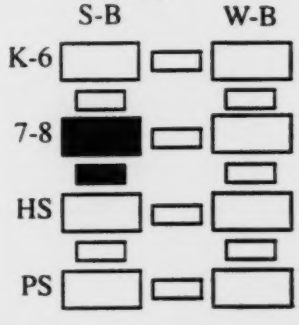
Funding

Bank One
VTE Model Site
District

Teaching and Learning Key



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Goals

In spite of its rural location, the Administrative Support program at San Manuel High School provides students with state of the art industry-based learning experiences in which they develop both employability and occupational skills.

Description

San Manuel High School is located northeast of Tucson near the small communities of San Manuel, Mammoth, and Oracle. Within this rural location, the number of local businesses is limited. However, the school has taken advantage of the presence of a large mining company, a health care facility, government offices (specifically the Board of Supervisors and Justices of the Peace), the school offices, and contacts supplied by the local Rotary Club.

Through carefully-developed collaborations and appropriate student placement, these business partnerships are able to provide students with the opportunity to serve in such positions as patient admitting, reception, and office support. This Level III Administrative Support program, conducted in a two-hour block, combines these industry internships with a team-oriented, model-office experience at the high school for both junior and senior high school students.

Outcomes

Twenty students each year participate in the model office to learn specific job skills and related math and communication skills. During the third quarter, all 20 students serve in internships in the tri-community area. In the last five years, only one student has not achieved the 80% competency level required to complete the internship.

The school-board-approved curriculum includes the requirement for industry internships. To support this, teacher internships are being used to help teachers recognize the value of the student internships.

Considerations

The business and industry partnerships must be developed and nurtured well in advance. The teacher must really know the job site so that the right placements can be found for each student (especially special-needs students). Involve the advisory council members in the development process. It has been difficult convincing a corps of teachers that the internships are a valuable experience for students.

Key words

Integrating School and Work
Restructure School Schedules
School/Employer Agreements
Work-Based Learning

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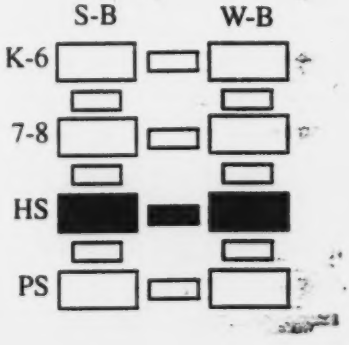
Funding

Carl D. Perkins Act
Priority Program
VTE Model Site
District

Teaching and Learning Key



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Goals

Fostering a 'community-as-classroom' philosophy, Mesa's Mountain View High School piloted a Service Learning component in it's LifeSkills Comprehensive Program. The goal of Service Learning is to connect meaningful community service experiences with academic learning, personal growth and civic responsibility.

Description

The Service Learning component provides students with the opportunity to gain work experience, on-site, with various community-based organizations and school departments. During the first two weeks of each nine week session, representatives from the United Way, a local homeless shelter, the United Food Bank, hospitals, senior care centers, Mesa Youth Theater, the school's special education department, and local elementary schools visit the LifeSkills classroom to offer volunteer opportunities and discuss expectations.

Following the two-week orientation, students select activities based upon their personal interest. They may work alone or in groups and are graded for two hours of classroom plus at least three hours of volunteer work per week. Examples of student involvement include assisting with food preparation and service, visiting with clients, planning and preparing recreational activities, and tutoring special education and elementary school students.

In order to meet the Level III Employability Skills competencies, students develop and maintain career exploration portfolios, including such activities as resume writing, career research projects, and written journals of and reflections on their service learning experiences.

Outcomes

Service Learning provides another opportunity for student recognition and achievement. Also, it provides students with experiences that change or reinforce prior employment choices. Service Learning also enables the school to make available work experience and leadership training opportunities to student populations that, previously, may have been unserved.

Considerations

Students must arrange their own transportation and schedules. Choose organizations that can provide enthusiastic mentors for the students. Coordination and planning between the service learning sites and the school is essential.

Key words

Alternative Work-Based Learning Strategies
Integrating School and Work
Workplace Skills

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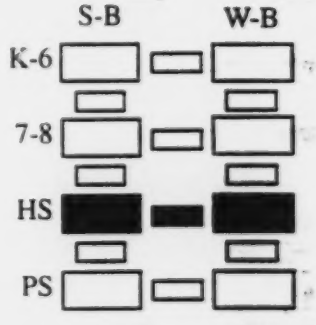
Funding

Service Learning Grant
Priority Program

Teaching and Learning Key



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Goals

Kingman High School's Historical Landmark Project provided students with an integrated, cross-curricular, applied-learning experience which included both cooperative learning and individual exploration.

Description

The Historical Landmark Project was designed to introduce students to a variety of academic and vocational applications, including architectural history of Kingman, technical and creative writing skills, architectural drafting, model building, word processing, computer graphics and desk-top publishing. The project began when two advanced drafting classes and two 11th-grade English classes collaborated for a field trip to Kingman's Historical Landmark location. After being bussed downtown, the 80 students were divided into two groups for touring purposes. Each group was provided with still cameras, Polaroid cameras and one video camera and instructions for touring 15 different landmarks.

The students then formed into 10 integrated, cooperative learning teams. Each team selected a landmark from those on the tour, outlined their division of duties and began planning their projects.

The remainder of the semester was utilized by the teams to complete their projects and plan their presentations. The drafting students developed floor plans, elevations and perspectives, revisited the landmarks, built models and assembled photograph layouts. All of the students conducted research and participated in the writing, which ranged from essays to creative stories. Some wrote mock diary entries to go with the models while others wrote about the buildings. Students revisited the landmarks, talked to the owners and conducted additional research at the Kingman Historical Museum.

Upon completion of the project, the teams gave an evening presentation at the Beale Hotel, one of the landmarks in the project. More than 200 people from the Kingman area attended the presentation. Additionally, projects were put on display on a rotating basis at the Museum.

Outcomes

Writing was used in an applied context. Students learned historical facts and anecdotes about local landmarks. Citizens and students both learned pride in the local community.

Considerations

Plan costs and time carefully. Do not underestimate student enthusiasm. Bring academic and vocational curriculum areas together more often.

Key words

Academic/Vocational Integration
Authentic Assessment
Innovative Teaching Methodologies
Site-Based Collaboration

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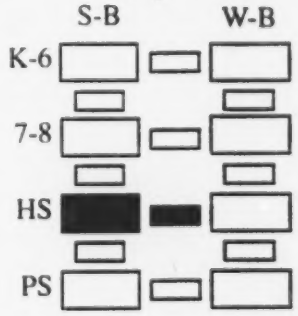
Funding

District

Teaching and Learning Key



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Goals

By teaching students to build a full-scale, modified dragster, the VICA Auto Racing Program enables Kingman High School juniors and seniors to see that the skills they are learning while in school relate directly to job opportunities in one of the fastest growing industries in the world.

Description

VICA Auto students began this two-year program by raising $2000 through various fund-raisers in order to purchase a Monte Carlo automobile from a wrecking yard. Dismantling the entire modified dragster, they sandblasted it and then modified the suspension. Past VICA Auto graduates assisted with some of the advanced steps, such as welding the roll cage. Next year, the VICA Auto Students will finish construction of the modified dragster, test it and then take it to Firebird Raceway, where it will be driven by their Auto Teacher in actual race competition.

Manufacturers, national businesses, local businesses, and former students collaborate in this program through their donation of time, advice, work and parts (engine, transmission, suspension). In fact, a unique feature of this car-building program is the degree to which parts are fabricated and/or donated by local and national businesses: donations range from 'less 20%' to full-cost donations by manufacturers.

Outcomes

This project has heightened students' interest in education and in staying in school because many of the skills learned are applications of the academic curriculum. Additionally, the project provides students with the opportunity to make contact with potential future employers. The Level III Automotive Technology competencies and Related Academic Skills are delivered through this program. The VICA Auto Racing Program continually serves as an equal opportunity employer, including in its membership males, females, at-risk and special needs students.

Considerations

Consider the community's willingness to help in this endeavor. Local businesses must be contacted to help with expenses, which could total $10,000 to $15,000. The Project is greatly enhanced by industry professionals assisting students in their areas of expertise.

Key words

Alternative Work-Based Learning Strategies
Authentic Assessment
Innovative Teaching Methods
Integrating School and Work

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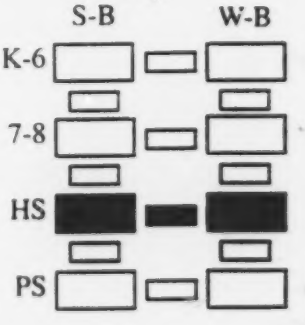
Funding

Fund-raisers
Local business donations
Manufacturer's discounts and donations

Teaching and Learning Key



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Goals

The primary goal of the Learning Connections Program at Paradise Valley Community College is to provide all elementary, junior, and high school students and their families with the opportunity to become familiar with higher education opportunities within their community.

Description

In September of 1995, Greenway Middle School principal, Dick Buscher, took nearly 150 seventh grade students to PVCC to have lunch and tour the campus. As a result, those students adopted PVCC as their college of choice after high school. Since then, the Learning Connections Program has expanded to involve all of the schools in the Paradise Valley Unified School District. The campus tour is designed to show that the college environment is a friendly and enjoyable one, as well as to entice all students to attend college after high school.

The tour begins with a Success Seminar which provides information on all of the services available at the college. Department chairs deliver "30-second commercials" of their programs and a video gives students an overall picture of what to expect when they enroll in college courses. Additionally, information is provided on financial aid, equivalency credit, international programs, employment trends and community agencies partnering with the college to support its students.

Representatives from the college follow up with the students at their school sites to provide time for more questions and answers. They also provide an activity to help students determine the learning environment that best suits their needs and abilities. A mentoring relationship is set up between college representatives and the students. Staff also meet with parents after school hours and in the evening to answer questions and provide information.

The Learning Connections Program encourages input from parents and school principals. The program is also supported by local businesses which provide publicity by donating space for posting flyers and printing a calendar of events.

Outcomes

Students and parents are now aware of college opportunities available in the community. They view PVCC as 'a friendly neighbor'. This year is marked by the biggest parent involvement in the history of the PVUSD district. In addition, PVCC has noted increased enrollment. Efforts are underway to establish a system to track students from elementary school through college.

Considerations

Scheduling efforts at the college are critical to the success of the program. One person should be responsible for coordinating the tours. It is also important to have support teams in place. The college trained a group of volunteer tour guides and produced an information booklet to help them.

Key words

Collaborations: School-Based and Between Educational Institutions,
Marketing and Public Relations,
Supportive Service

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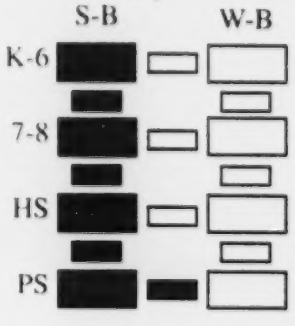
Funding

Community College

Teaching and Learning Key



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GOALS

The Paradise Valley Vocational Center is located on the campus of a comprehensive high school in a district where most parents envision their children going to college. In 1994, the Center was operating at a 27% utilization rate and anticipated a continued decline in enrollment. The seriousness of the situation spurred the Center's staff to put themselves through an intensive, critical self assessment and, from the results, develop a plan for reform.

DESCRIPTION

It took over a year for the staff to complete this in-depth look at students, curriculum, facilities, equipment and staff. They asked tough questions: "How does the curriculum meet the students' needs or industries' needs, or impact the goals of the district? How do we compete with the perceived notion that all students should go to college? Do the facilities support the curriculum? Is the staff industry-current?" They found the results of their assessment startling: the curriculum, staff, equipment and facilities were out of date and out of touch with the student, the district and industry.

However, the staff reasoned that if they, in large measure, were the cause of their situation, then they could be the agents for change. They began by articulating with middle and postsecondary institutions to make training more seamless for students. Industry and other schools were used as models as they upgraded facilities and equipment. They tied professional development activities to equipment upgrades. Halls were painted. It became contagious-one by one teachers began 'fixing up' their classrooms. The Center's name was changed to Star Tech Professional Center.

The staff, now eager to show off the Center, put together an informal marketing plan which reflected a profound change in perspective: it went beyond their role as vocational educators to their functioning as important components of their district's education system. Their plan was simple: they regarded everyone with whom they came in contact as a customer, they looked for opportunities to sell the Center whenever they could, they identified and supported district needs wherever they could, and they functioned as collaborators with administrators, other staff and programs.

OUTCOMES

In two years, Star Tech's utilization rate has increased to 73%. Articulation agreements are in place with Southern Utah University and with a private trade school in Phoenix. The Center staff make regular presentations about their programs to all middle school and most high school students in the district. The Center has logged over 4000 in-district credit hours for district staff training during after school hours. Star Tech Professional Center is viewed by district administrators, teachers and students as an integral component of their educational system.

CONSIDERATIONS

Don't mass appeal. Start small, work with those who will work with you. Don't force collaborations. Open up areas to classified employees.

Key words

Collaboration Agreements between Secondary/ PostSeconday
Marketing & Public Relations
Professional Development
Site-Based Collaboration

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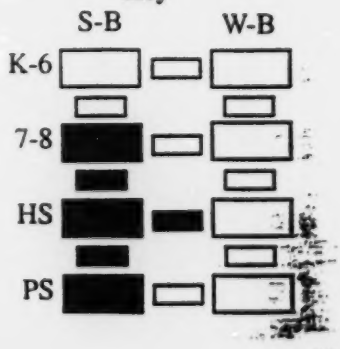
Funding

District
Carl D. Perkins Act
AZ Workforce Compact
State Discretionary Funds
Goals 2000

Teaching and Learning Key



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Goals

The goals of the Pima Youth Placement Program (PYPP) are to provide year round comprehensive job placement assistance to youth age sixteen to twenty .

Description

For the past twelve years Tucson area high school districts have joined together in this partnership with ESA-Job Service and The Pima County School Superintendent's office/Center for Educational Development. Job Service personnel, working through the schools' career centers and the local Tucson Job Service offices, provide students with career information, employability skills classes, job referrals, and job placements. Pima Youth Placement Program also coordinates the annual Pima County Youth Employment Fair which allows graduating vocational seniors to meet Tucson area employers. In addition, a follow-up survey of all vocational-technological program completers is conducted annually. The return rate of survey questionnaires averages over 90% per year. The results of the follow-up surveys are provided to the area school districts and The Arizona Department of Education.

High school vocational instructors choose from a menu of employability skills courses to be delivered in the classroom by PYPP staff. Students access career information within their high school career center and at greater Tucson Job Service locations using current printed and computerized labor market information.

Outcomes

This year's Pima County Youth Employment Fair, coordinated by PYPP, brought together 350 graduating seniors of vocational programs and 40 Tucson area employers. An average of 950 youth have been placed annually in full and part-time jobs within the greater Tucson area. During 1995-96, PYPP has registered 2900 youth with the state Job Service, placed 648 of its participants, provided specialized employment skills training to approximately 3,500 high school students, and made 5,700 job referrals. Smaller school districts reap synergistic benefits through this effective collaboration.

Considerations

Form partnerships across local, county, regional, and state levels with businesses, industries, and government agencies. Clearly define instructional goals. Be active in community efforts to promote education as a worthy achievement for youth (especially math, science, technology and communication skills). Establish permanent funding in addition to grant monies. Include local school districts, job services, city councils, county boards of supervisors and state agencies.

Key words

Individualized Career Exploration and Development
Inter-Agency Agreements
Workplace Skills

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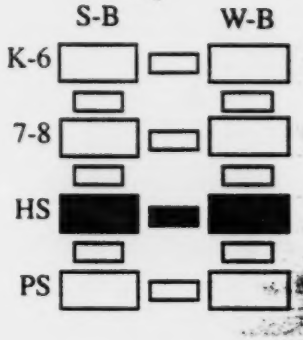
Funding

Contracts with Districts
In-Kind
ESA-Job Service

Teaching and Learning Key



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Goals

The Building Trades Program at Sahuarita High School capitalizes on it's effective collaborations with industry, community organizations and other schools to enable it's students to acquire entry-level construction skills by building a house from the ground up.

Description

Sahuarita students who are interested in Building Trades begin by completing Level I Technological Foundations and progressing through Level II Industrial Technology. Students in the tenth through twelfth grades then specialize in Building Trades skills, from reading blueprints to actually completing the tasks of framing, plumbing, wiring, insulating, sheeting and roofing.

According to Chuck Gallagher, Building Trades instructor, "actual experience is the best way to hone skills." When students reach their senior year, they become peer coaches and help train juniors. "Pairing an experienced worker with an inexperienced one is a method often used on the job" says Gallagher.

The success of this program is built on successful partnerships. In addition to a local chapter of the national organization, Habitat for Humanity, many local contractors, businesses, and even other schools collaborate in the delivery of learning. For example, local plumbers and electricians often provide a brief history and 'how to' minicourse and then oversee the students as they actually do the work. Sahaurita's collaborations include high schools in different school districts. This past year, students from Pueblo High School (Tucson) did the duct work for the heating and cooling. A local business provided toolboxes to each of the Program's seniors as graduation gifts.

Outcomes

The students build one house a year on site at Sahuarita High School. The house is then moved to another location where it is donated to a family in need. In addition to increasing the Program's effectiveness, the successful collaborations reduce program costs dramatically. The 'raising' was featured on a local television station that has followed the house-building project. Building a house on campus is it's own advertisement to potential students.

Considerations

Backordered materials play havoc with deadlines. The start-up process with Habitat for Humanity is slow. Chuck recommends using a community committee to help with the program: "if they believe in what you are doing, their support will help you achieve your goal. Get them to give you ideas and then use them!"

Key words

Alternative Work-Based Learning Strategies
Curriculum Restructuring
Integrating School and Work
Work-Based Learning

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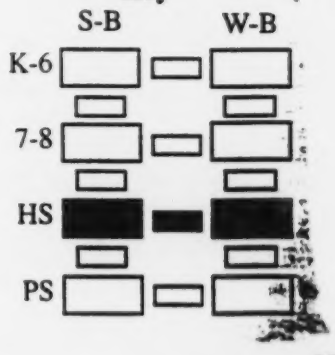
Funding

Grants
Habitat for Humanity

Teaching and Learning Key



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GOALS

Coronado High School's Electronic Writing Center was created when a high-tech vocational context was used to deliver traditional academic skills to at-risk Freshmen. The primary goal of the Center is to get students to write every day. The secondary goal is to provide an introduction to computer operations and word processing applications.

Key words

Academic/Vocational Integration
All Students/Equal Access
Innovative Teaching Methodologies
Site-Based Collaboration

DESCRIPTIONS

Three years ago, in response to their principal's challenge "we need to find a better way to serve students," Coronado's Business Chairman collaborated with the Reading Specialist and the Learning Resources Center staff to develop the Electronic Writing Center. Working from the premise that the computer and it's vocational applications might stimulate the interest of at-risk freshmen, an open-entry, open-exit self-paced class was designed which spent as much time on English usage as on keyboarding and computer operations. However, two problems surfaced once the course began: standard commercial software intimidated the at-risk students and supporting curriculum did not exist. After a long search it was finally discovered that The Learning Company produced the requisite software. Then, in collaboration with Abbott Computer Training, the supporting course materials were developed.

During this two-period block course, students spend equal amounts of time with the business teacher and with the reading specialist or LRC staff in a coordinated instructional program. Last year, when the Social Studies teacher joined this integration effort, research, bibliography cards and report writing activities were added to the program. A key component is the daily 'writing' of journal entries - students are permitted to write about any topic they choose, but the work needs to reflect correct and error-free English. The students enjoy using letterhead, clip art and other creative tools to package the memos, letters, and reports that they learn to write, and they find 'writing' on the computer less frustrating because normal text editing time is greatly reduced.

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Funding

District
Carl D. Perkins Act

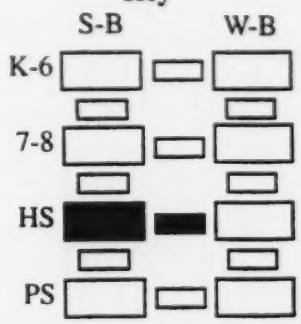
OUTCOMES

Coronado's Business Department is now successfully meeting the needs of a previously-unserved population. During their freshman year, the students' postest reading scores increased over their pretest scores by two grade levels. At a Career Fair held at Coronado, many of the Program's students showed an interest in attending College and entering a computer program of studies. Beginning in September, 1996, English credit will be given for completing the program. Ninety students are enrolled in September's course.

CONSIDERATIONS

Completers will probably not attain the same keyboarding level as will completers of a traditional keyboarding curriculum. (This Program's 6 weeks of keyboarding could be increased.) Attendance was an issue with the at-risk students. The teacher of this program must possess a solid foundation in Language Arts. Jerry advises, "this is the hardest class you're ever going to teach. But it's right for kids".

Teaching and Learning Key



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Goals

Faced with an alarming student dropout rate, Somerton Middle School sought to increase student retention by creating a more obvious link to real life in its curriculum. A comprehensive Career Guidance Program assists students in identifying career opportunities, selecting career pathways and developing their four-year high school plan of study.

Description

All sixth, seventh, and eighth grade students participate in Somerton's comprehensive and individualized Career Guidance Program. The program begins for students early in the sixth grade when they complete a Career Interest Assessment and includes classroom instruction, guest speakers, student-initiated career research, and the development of career skills. Additionally, all students participate in a service learning project at the seventh grade level and a mentorship activity at the eighth grade level.

Each student compiles and maintains an individual career portfolio which contains documentation of his/her educational outcomes over the three-year program. This portfolio may include an interest inventory, career targets, a list of career skills that has been mastered for each grade level, goal-setting reports, service learning project reports and mentoring reports.

Students' visits to businesses align with their career interest areas. Many local business and community leaders serve as mentors to Somerton students. Through these relationships students conduct career research, learn about job responsibilities and experience the working conditions within their chosen career interest area.

Outcomes

The staff, students, and community have embraced this program in which all 750 of the schools' students participate. As a result of this program, most students have listed "complete high school" as a long-term goal. The high schools in the Yuma high school district have requested that the portfolios of the eighth grade students be transferred to the high schools next year, so that each student's career guidance plan can be continued.

Considerations

Design any such program to operate on minimal funding. Plan the career curriculum so that it fits within existing efforts and does not increase teachers' workloads. The interest inventory should fit the school population. Components of this program could be replicated in middle schools as part of their Technological Foundations experience.

Key words

All Students
Individualized Career Exploration and Development
Workplace Skills

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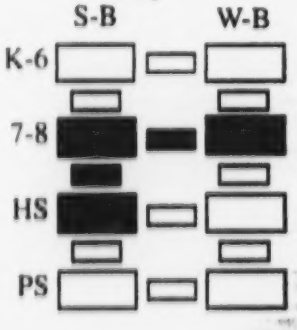
Funding

At-Risk

Teaching and Learning Key



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Goals

Beginning a massive systemic change effort in the spring of 1995, the Strategic Planning Team at Tempe Union High School District determined that by the year 2000, all Tempe Union high school students would demonstrate competency in employability/workplace skills in all curriculum areas. In order to achieve this goal, it was determined that by the fall of 1988 curricula and counseling activities would need to be in place so that students would begin high school with informed occupational goals accompanied by appropriate programs of study.

Description

To achieve these goals and improve the educational preparation of all students, Tempe Union's School to Work program is moving forward in three key areas. First, a team of teachers, counselors, and administrators is working with Tempe's feeder elementary districts to ensure that all 7th- and 8th- grade students are given an interest inventory and have the opportunity to participate in such career exploration activities as job shadowing and visits to local businesses. Tempe Union high school district also paid for middle school teachers to be trained in how to implement the Level I curriculum.

Secondly, it is implementing comprehensive guidance and counseling services that guide students in eighth grade in the selection of a career pathway and in the development of a four-year high school plan of study. A group including administrators, counselors, teachers, parents, and business representatives toured an Oregon school to learn, first hand, about implementing a Career Pathways System. These services will also include ongoing activities to monitor and adjust student's plans throughout the rest of their high school experience.

Third, the school to work program it is updating all curricular offerings to better prepare students for the world of work.

Outcomes

There are trained Level I teachers at the feeder elementary districts. IDEAS (career interest) assessment was piloted at three middle school campuses last spring. A collaboration of school staff, parents, and business representatives is being used effectively by the district. Materials introducing Tempe's Career Pathways are being disseminated in the fall to be used for registration in the spring. Each school has been given 2 years to implement nine new courses which were recently endorsed by the Governing Board. Three schools have converted the traditional Keyboarding class to a Comprehensive Computer Applications course.

Considerations

Janet Cox, Director of Curriculum and Vocational Education, stresses the importance for recognizing that, "school to work is a systemic change, not a program change. It is about building a partnership that involves all levels of the organization: the superintendent, directors, principals, teachers, students, parents, and businesses."

Key words

Career Pathways
Individualized Career Exploration and Development
Professional Development
Workplace Skills

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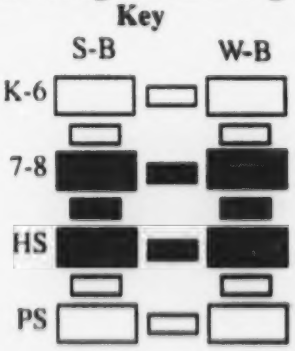
Funding

District
Carl D. Perkins Act

Teaching and Learning Key



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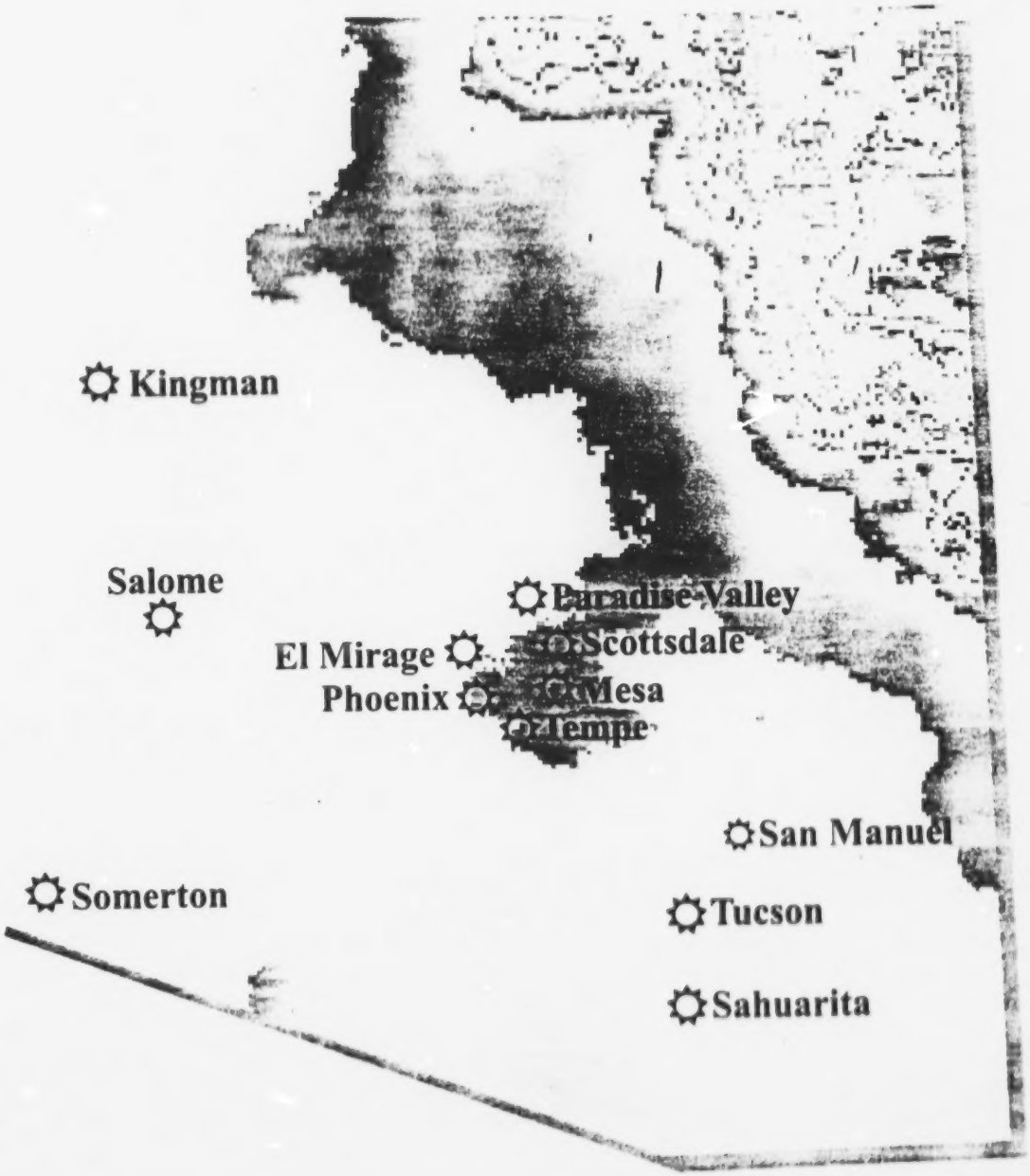
1996 Locator Map

Arizona is a land of diverse geography and people. The cities indicated on the map below identify locations of the Successful Strategies in this publication. It is important to note that the schools profiled in this publication vary in size, socioeconomic status, and proximity to population centers.



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GLOSSARY

Academic/Vocational Integration
Academic/vocational integration incorporates instruction in the same academic standards established for all Arizona students, as well as the occupational skills necessary for entry level employment.

All Aspects of An Industry
Students receive exposure to all components of an industry or industry sector, such as the planning, management, finance, technology, labor, and production functions. They also explore the inherent safety, health, community and environmental issues.

All Students
In a particular grade level or school/district, all students are enabled and encouraged regardless of gender, background, circumstance or educational goals. Programs for "all students" ensure that everyone, regardless of academic, social, cultural, ethnic, age, or physical differences receives equal access to educational services.

Alternative Work-Based Learning Strategies
The school or district provides alternative delivery methods for occupational experiences, either because local workplace opportunities are limited or because a given program structure is more suited to the available resources.

Apprenticeships
During this process the worker, or apprentice, learns an occupation in a structured program sponsored jointly by employers and labor unions or operated by employers and employer associations.

Arizona Essential Skills
The Arizona Essential Skills are state standards of performance in core subject areas. Student competence is measured at the end of 3rd, 8th, and 12th grades in such areas as math, science, and language arts.

Arizona Student Achievement Program
ASAP is the testing system which measures student achievement against the outcomes delineated in the Arizona Essential Skills, the state standards for academic performance.

Articulation
Articulation as a concept is applied both in the curricular sense and the administrative sense. Horizontal articulation generally refers to a system allowing smooth transitions between courses or programs. Vertical articulation means that the student has a smooth transition from one educational level to another; it can also mean that courses within a subject, school or program are aligned to form a mutually supportive sequence of instruction.

Authentic Assessment
Criterion-referenced, performance-based measurements (compatible with the student's learning style) are used to evaluate individual achievement. See Norm Referenced.

Basic Grant

Part of Carl Perkins Federal Act monies. Basic Grants are designed to supplement state and local vocational funds for the purpose of providing services to special populations in vocational education.

Benchmarking

Benchmarking is the continuous process of measuring products, services, and practices against strong competitors or recognized industry leaders. It is an on-going activity, intended to improve performance; it can be applied to all facets of operation; it requires a measurement mechanism so that the performance "gap" can be identified; and it focuses on comparing best practices among enterprises that are not alike.

Block Scheduling

Block scheduling is a means of circumventing the time constraints of the single class period. The traditional school day is typically divided into six or seven classes that each last from forty-five to fifty-five minutes. With few exceptions, classroom instruction begins and ends within the allotted time period. Blocked course may be scheduled for two or more continuous class periods or days. This schedule offers many advantages, including a reduction in the instructional time lost in passing between classes.

Business Compacts

Business compacts are informal contracts among community leaders to work together to define common goals and strategies for initiating and sustaining local educational reform. Compacts provide a structure of mutual accountability, because all participants agree to work together and separately to support group goals. Efforts of compact members may include creating employment opportunities for students, helping to restructure educational systems, and providing local labor market information.

Career Academy

These are schools-within-schools that offer students academic programs organized around broad career themes. Integrating classroom instruction with work-based learning, academies equip students with the necessary skills for both work force entry and postsecondary admission.

Career Pathways

Career pathways offer students a coherent sequence of courses appropriate to a cluster of related occupations, minimally resulting in a high school diploma or skill certificate, and leading to postsecondary educational training programs.

Charter Schools

Considered to be public schools, these schools are "chartered" by either local district school boards or the Arizona State Board of Education to address a unique local educational goal.

Coherent Sequence of Instruction

A series of articulated educational experiences that build on previous learning, and are designed to become progressively more challenging.

Collaboration Time For Teachers

School staff function in a participative environment that may include common "planning periods" with other teachers, a common planning space, and even adjoining or shared classrooms.

Comprehensive Programs

A sequence of courses including Level I Technological Foundations, at least

one Level II Cluster, at least one Level III Occupational Program, and opportunity for Level IV postsecondary enrollment. (See Level I, Level II, Level III, and Level IV in this Glossary.)

Connecting Activities
The application of supportive programmatic or human resources for the purpose of linking school-and work-based educational programs.

Criterion-Referenced Assessment
In contrast to "norm-referenced" assessments that measure students against their peers, criterion-referenced evaluation measures an individual's performance against a specified standard.

Curriculum Restructuring
Many schools and districts adopt or design model curricula predicated on active involvement of representatives from a given community, industry, or skill cluster.

Dual Enrollment
A program of study allowing high school students to simultaneously earn credits toward a high school diploma and a postsecondary degree or certificate.

Elementary School
An agency that is both classified as elementary by state and local practice, and is composed of any span of grades not above grade eight. A preschool or kindergarten school is included under this heading only if it is an integral part of an elementary school or a regularly established school system.

Individualized Career Exploration and Development
Each student is given the opportunity to acquire job search skills, set career and education goals, explore career options, and participate in a sequential program of study.

Innovative Teaching Methodologies
Teachers and/or schools have adopted practices more effective than prior methods, or new practices that reach previously unserved or underserved populations.

Integrating School and Work
Educators and representatives of a particular skill cluster jointly develop a planned program of paid or unpaid mentoring, job training, and work experiences.

Interagency Agreements
Some connecting activities facilitate linkages with established youth and work force development initiatives either at the local, state or national level.

Job Shadowing
Job shadowing is a process whereby students are taken to a place of business and allowed to observe the employees going about their daily work. Shadowing is typically a relatively short unpaid experience; it can be only a few hours in length or it can extend over a few days.

Leveraging Funds
The practice of combining funds from separate sources to maximize the impact on a single goal (or set of goals).

Level I Technological Foundations
Technological Foundations is designed to serve all students in grades 7-8. It provides a foundation for the skills necessary to succeed in Level II occupational clusters. Students in Level I are given opportunity to learn about the world of

work, personal career interests and aptitudes, and some basic processes used across all occupations.

Level II Occupational Clusters

The Level II clusters are organized into five distinct clusters of related occupational skills. They are Applied Biological Systems (the environment, health, and natural resources); Business Management Technology (business and aspects of administration); Human Services Technology (social systems and personal services); Industrial Technology (engineering and industrial applications); and Information Technology (visual arts and communication media).

Level III Occupational Programs

Level III occupational programs are organized around more specific occupational skills, and coordinated with industry standards (wherever they exist), and designed to be articulated with postsecondary institutions through systems such as Tech Prep.

Level IV Postsecondary

The Level IV experience was designated as the place in the system where students enter a variety of educational options including community college, university, private vocational schools, and others. Also included here are adult training/retraining programs.

Marketing and Public Relations

Specific strategies, including marketing materials, advance a positive image for the program or activity.

Mentorship

Working with a student on a one-to-one basis, mentors typically dedicate a few hours each month to familiarize their student with the workplace, offer insight on basic skills needed, or assist with school projects and personal issues.

Norm-Referenced

The practice of measuring individual performance against a "normal" score that has been calculated for a given group. (See Criterion-Referenced.)

Occupational Cluster

A grouping of occupations from one or more industries that share common skill requirements.

Outcomes

Outcomes are typically broad measurable aspects of student or program performance.

Performance-Based Evaluation

A process of evaluating individuals or programs based on observable performance of a specified task to a given level of competence.

Portfolio

A collection of work that documents a student's educational performance and employment experiences over a range of time. Portfolio files are a collection of student work, with little or no critique; working portfolios are "works in progress"; show portfolios generally include the best examples of a student's work.

Postsecondary Institution

A school that provides formal instructional programs with a curriculum designed primarily for students who have completed the requirements for a high school

diploma or equivalency certificate. This includes academic, vocational and continuing professional education programs, but vocational basic education programs and adult basic educational programs are generally not included.

Priority Funds
Arizona state funds targeted to high-cost vocational programs that are training students for high-demand occupations.

Professional Development
Education and training strategies designed to ensure that teachers, administrators, workplace mentors/instructors, counselors and other staff are fully qualified and frequently updated.

Restructure School Schedules
The master schedule or calendar is adjusted to better meet the needs of teachers and/or students. See Block Scheduling.

SCANS
The Secretary's Commission on Achieving Necessary Skills (SCANS) was convened in 1990 to examine the demands of the work place and to determine whether the current and future work force is capable of meeting those demands. Based on its research, the Commission identified five "competencies" and three "foundations," released in several reports.

School-Based Activities
Activities and programs that specifically address educational goals and outcomes adopted by the school and/or district.

School/Employer Agreements
These agreements are generally more formal than person-to-person arrangements, and specify contributions to be made by each party.

Secondary School
A school comprising any span of grades beginning with the next grade following an elementary or middle-school (usually 7,8,9) and ending with or below grade 12. Both junior high schools and senior high schools are included.

Service Learning
An instructional method in which students earn course credit for providing hands-on community service. A guiding principle of service-learning is that students better understand their academic instruction when they apply course content in a real-world setting. Students benefit from acquiring knowledge and learning civic responsibility, while the community benefits by having a pressing local issue addressed.

Site-Based Collaboration
Staff formally collaborates on instructional objectives and content between classrooms, departments or school sites.

Site-Based Enterprise
The production of goods or services by students for sale to or use by others. School-sponsored enterprises typically involve students in all aspects of the project.

Skill Certificates
Portable, industry-recognized credentials that certify the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area.

Skill Standards
A skill standard specifies the level of knowledge and competence required to perform successfully in the workplace. Standards may cover basic and advanced academic competencies, employability competencies, and technical competencies. Efforts are underway in some skill areas to provide nationally recognized standards of performance.

Standard-Driven Learning
The student, program or institution is expected to achieve stated specific educational outcomes and levels of performance.

Supportive Services
An education/business partnership provides the legal, programmatic, or human resources necessary to facilitate linkages between school-based and work-based activities. Such services include arranging transportation, matching students with employers, managing job placement, arranging mentorships, continuing education courses and student follow-up studies.

Tech Prep
Programs offering at least four years of sequential coursework at the secondary and postsecondary levels to prepare students for technical careers. Programs typically begin in the last two years of high school, result in an award of an associate's degree or certificate after two years of postsecondary training, and may provide opportunities for dual enrollment in secondary and postsecondary institutions.

Title Monies
Title monies are funds granted by various Federal Acts or "titles" to address specific needs or serve particular populations.

Work-Based
Activities that take place either at community business sites or within environments designed to closely resemble the actual workplace.

Work-Based Learning
Employers and educators jointly develop experiences that incorporate mutually supportive and interrelated workplace learning. Union and/or industry partners maintain active involvement.

Workplace Skills
Students receive training in the essential academic knowledge, personal abilities and work attitudes that enable a person to succeed in school and in the workplace. These skills include critical thinking and problem solving, communication (oral, written and electronic), self-motivation, participative skills, quality improvement skills, and responsibility for one's own self-development.

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